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ABSTRACT

This paper outlines a recently implemented set of procedures for the approval of teacher education programs in the state of Arkansas. Information is included on: (1) regulations and standards for state approval of teacher education programs; (2) agenda for team visits conducting on-site evaluation; and (3) standards for program accountability. The appendix contains evaluation report forms, content of the proposal, letters, and the manual of procedures used in the program accreditation model. (JD)

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Procedure for Serving Accreditation of Teacher Education Programs in Arkansas

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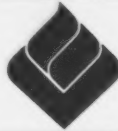
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Abstract

Procedures for Securing Accreditation of Teacher Education Programs in Arkansas

New standards are being implemented in both public schools and the schools of education in colleges and universities. Many of these changes are the result of recent reform literature and legislation by various state legislatures. Arkansas has recently implemented a set of procedures for the approval of teacher education programs. This document will outline this new approval process and include the forms currently used by state teams in their visits.



Arkansas College

June 3, 1987

ERIC Clearinghouse on Teacher Education
American Association of Colleges
for Teacher Education
One Dupont Circle, N. W.
Suite 610
Washington, D. C. 20036

Dear Sir/Madam:

Enclosed is a paper, "Procedure for Serving Accreditation of Teacher Education Programs in Arkansas," and a signed production release form.

Please consider this document for inclusion into the ERIC system. If this is not the appropriate Clearinghouse, please forward this to the appropriate one.

Sincerely,

David Bell

David Bell
Director of Teacher Education

Enclosures

Procedures for Securing Accreditation of Teacher Education Programs in Arkansas

INTRODUCTION

New standards are being implemented in both public schools and the schools of education in colleges and universities. Many of these changes are the result of recent reform literature and legislation by various state legislatures.

In 1984, the Arkansas Teacher Education, Certification, and Evaluation Committee stated its intention that each institution, which offers a teacher education program be held strictly accountable for developing and maintaining a college/university wide, high quality teacher education program (Arkansas Teacher, Certification, and Evaluation Committee, 1984). This article will outline a recently implemented set of procedures for the approval of teacher education programs.

In response to this charge the Arkansas Department of Education formed a committee of seventy members to develop an approval and review process for teacher education programs. This committee composed, of representatives from sixteen institutions of higher education in Arkansas, examined the tasks and made recommendations to the Arkansas Teacher Education, Certification and Evaluation Committee.

Consequently, on September 8, 1986, the State Board of Education adopted the policies regarding teacher education and certification. These policies will govern the State Approval of Teacher Education Programs. (See Appendix 1, Certification Laws and Regulations, Bulletin VI (Revised, 1979 Arkansas Department of Education Director's Memo No. 86-34, September 15, 1986)

REGULATIONS AND STANDARDS

The State approval of teacher education programs includes the following:

- (1) The institution must be accredited by the National Council for the Accreditation of Teacher Education.
- (2) State approval will extend no longer than the next regularly scheduled NCATE review or five years; whichever comes first.
- (3) Institutions failing to receive NCATE accreditation, or which did not submit an existing program for NCATE review, will continue State approval for no longer than three years.
- (4) Institutions failing may petition NCATE and the state for another review.

The program approval process begins with a meeting between administrators, representing the teacher education unit of the institution and the Coordinator of Teacher Education and Certification, representing the State Department of Education. This meeting is held at least six months prior to a formal on-site visit by a visiting team.

After this initial meeting, a document must be submitted to the Teacher Education and Certification Division of the State Department of Education for review. This will form the basis of an institutional report and is used by the visiting team. It contains information from the following areas:

- (1) program purpose and goals
- (2) justification of the program, including letters of support from local school administrators
- (3) staff qualifications, including resumes
- (4) course requirements for completing the program, including course descriptions for the program
- (5) admissions requirements for the program
- (6) retention procedures for the program
- (7) dismissal procedures for the program
- (8) exit requirements for the program
- (9) resources and facilities for the program.

It will be necessary for a review team to visit the campus and conduct an on site evaluation. The visiting team shall consist of four members for each program under review: a content specialist, a practitioner, a member of the State Department of Education staff and a representative of a teacher education institution. The selection of the team members is by mutual consent of the institution and the State Department of Education. The Coordinator of Teacher Education and Certification (a non voting member) serves as the chair of the committee.

AGENDA FOR TEAM'S VISIT

The on site evaluation usually follows this agenda:

- | | |
|-----------------|--|
| 8:00-8:30 a.m. | Visiting team members meet informally with appropriate teacher education staff and administrators |
| 8:30-9:00 a.m. | Welcoming comments by university officials
Introduction of institutional representatives
Introduction of visiting team members |
| 9:00-9:30 a.m. | Team chair outlines activities for the day
Discussion of scheduling meetings |
| 9:30-12:00 p.m. | Classroom visitation, meeting with students, faculty, and administrators. Preparation of subcommittee reports |

- 12:00-1:00 p.m. Luncheon with appropriate personnel
- 1:00-1:30 p.m. Conclude team activities
- 1:30-3:00 p.m. Reporting session by subcommittees
- 3:00 p.m. Tentative time Team chair reports general results of the visit (This is an exit interview and is not a time for discussion or debate)
- 3:15 p.m. Adjournment (Adjournment contingent upon completion of work)

Within 30 days after the on-site visit, the Coordinator of Teacher Education and Certification will submit, to the teacher education institution, a written report recommending approval or disapproval of the program. The institution may respond to the report. Programs approved by the State Board of Education shall have approval until the next NCATE accreditation/state approval visit, or until an action of discontinuance by the teacher education institution.

In the event of rejection, the institution may file an appeal. This written appeal should be submitted to the Associate Director of Instructional Services. At the discretion of the Associate Director of Instructional Services, a new team may be appointed and a re-evaluation of the program conducted, using materials submitted for the original evaluation. The total cost incurred in this appeal process is the responsibility of the institution.

In addition, the institution may also request assistance in the modification of the program to correct the deficiencies noted by the visiting team. The re-evaluation of the program will be conducted by the original team. The Associate Director of Instructional Services or his designee retains the right to make substitutions for administrative convenience.

This team visit is for one day. Each new program being requested will be approved or disapproved based on review of the nine components previously mentioned. The review will include the written proposals, interviews, observations, related documents, and other informational sources. All team members are expected to review all components. Team members will be assigned a major subject area to study in detail.

The subcommittee structure is as follows:

- Subcommittee: I Program Purpose and goals
and Justification of the Program
 - 1.1 Program Purpose and goals
 - 1.2 Justification of the program must include letters of support from local school administrators and a needs assessment

Subcommittee: II Staff Qualifications Including Resumes and Course Requirements

2.1 Staff qualifications

2.2 Course requirements for completing the program including course descriptions for the program

Subcommittee: III Resources and Facilities for the Program

All committee members examine:

4.1 Admission requirements for the program

4.2 Retention procedures for the program

4.3 Dismissal procedures for the program

4.4 Exit requirements for the program

Subcommittee chairs are expected to report the subcommittee's findings to the full committee. All final reports will be presented as full committee reports.

PROGRAM ACCOUNTABILITY

From among those students completing a teacher education program, institutions shall maintain an 80 per cent pass rate on the Professional Knowledge Test of the National Teacher's Examination Core Battery tests. A pass rate of less than 80 per cent requires that the teacher education program be placed on a probationary status for a period of no more than three years. The probationary status ends when the 80 per cent pass rate is achieved. However, teacher education programs failing to achieve the 80 per cent pass rate at the end of the three-year probationary period will not be recognized by the Arkansas Department of Education as a state approved program.

In addition, of the students completing a teacher education program, the institution shall maintain an 80 percent pass rate on each National Teacher's Examination specialty area test. Failure to maintain an 80 per cent pass rate on any one specialty area test places the affected program(s) on a three-year probationary status. Any program failing to achieve this pass rate after the three-year probationary period will not be recognized by the Arkansas Department of Education as a state approved program (Directors Memo, 1986)

SUMMARY

As the trend in education continues toward increased standards and accountability, teacher education programs will undergo rigorous procedures for state approval. Arkansas' model addresses this need in education. It is important to note that this new model for the state approval of teacher education programs has a very close link with the NCATE redesign.

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Appendix

Forms, Letters, and Manuals
used in the Arkansas Teacher
Program Accreditation Model

COMPONENTS OF THE PROPOSAL PREPARED BY THE INSTITUTION

SUBCOMMITTEE I

1. Program Purpose and goals
2. Justification of the program including letters of support from local school administrators (may include needs assessment)

SUBCOMMITTEE II

3. Staff qualifications including resumes
4. Course requirements for completing the program including course descriptions for the program

SUBCOMMITTEE I, II, AND III

5. Admission requirements for the program
6. Retention procedures for the program
7. Dismissal procedures for the program
8. Exit requirements for the program

SUBCOMMITTEE III

9. Resources and facilities for the program

Each new program being requested will be approved or disapproved based on your review of the nine (9) components listed above. Your review will include the written proposal, interviews, observations, related documents, and other informational sources.

It is anticipated that all team members will review Components 5, 6, 7, and 8. No written report is expected on these components. These requirements/procedures apply equally to all teacher education programs at this institution.

All team members are expected to review all nine (9) components. However, team members are expected to "major" in the subject area(s) and specific subcommittees where assigned. Subcommittee chairs are expected to report the subcommittee's findings to the full committee. All final reports will be presented as "full committee reports."



Arkansas

DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1021 • (501) 371-1461

TOMMY R. VENTERS, Director, General Education Division

November 10, 1986

TO: Prospective Members Designated to Serve on a STATE APPROVAL TEAM
to Review and Validate Proposals for Approval for Certification
for Colleges/Universities

FROM: Supervisor
Teacher Education Programs
(Chair and Non-Voting Member of the STATE APPROVAL TEAM)

SUBJECT: Composition of STATE APPROVAL TEAMS

You have been selected jointly by Department of Education officials and college/university officials to consider serving on a STATE APPROVAL TEAM. This effort is an extremely important contribution to our profession. As a TEAM member you would be assuming a big responsibility. It offers you a grand opportunity to lead in our state's efforts to provide quality teacher education. At the same time, it is obvious that serving on this TEAM will take a considerable amount of your time and effort to read and review various documents (as well as making the campus visit). You would be reviewing and attempting to validate and approve what the institution says it is doing based on its written proposal and other sources of information such as interviews, observations and related documents.

If you agree to serve on this TEAM, the institution would cover the necessary expenses for lodging, travel, and meals. (Some institutions may not cover the expenses for Department of Education employees.) You would be

sent more information later relative to travel expenses, lodging, parking, various working documents, committee assignments, the proposal, agenda, a copy of the State Board of Education's policy for approval of new programs, a matrix listing specific teacher education programs offered by our state's 16 colleges/universities which prepare teachers and/or administrators, certification requirements for the areas your TEAM will review, REQUIREMENTS FOR STATE APPROVAL OF TEACHER EDUCATION PROGRAMS approved by the State Board of Education on September 8, 1986, et cetera.

The institution named in the attached letter is already a member of the National Council for Accreditation of Teacher Education (NCATE). NCATE is the agency which accredits teacher education units in colleges and universities for preparing certified personnel for schools in our country. The new program(s) being proposed by this institution has/have been developed since this institution's last NCATE visit. Consequently, it has not been necessary for this institution to submit this request for approval to NCATE. However, the Department of Education, based on initial review, has granted temporary approval for the 1986-87 academic year only for this/these program(s) that you will review at this institution.

If your TEAM approves the program proposal for this institution, the proposal will be submitted to the State Board of Education. If approved by the State Board of Education, the proposal(s) will be approved until the next NCATE team visits this institution (as long as the institution maintains its qualitative programming at the level at which the TEAM approved.) Conversely, if your TEAM does not approve the operation of the proposed program(s), the Department of Education will not recognize this/these program(s) for certification, effective at the end of this academic year.

When the TEAM disapproves a proposed program, the institution may appeal the decision of the committee. Such an appeal must be in writing and must be filed in accordance with the procedures outlined (on pages 8-9) in A MANUAL OF PROCEDURES FOR APPROVING ARKANSAS TEACHER EDUCATION INSTITUTIONS AND PROGRAMS which was approved by the State Board of Education on September 12, 1977.

If you agree to accept this appointment, you will be expected to:

1. Make a thorough examination of this institution's proposal. You are asked to use your best professional judgment based on all the information available to you at this time for this institution, for specific program(s) at this time, in this particular setting and institution.
2. Keep all elements of the approval process confidential. Confidentiality in this context means that the content of questions and answers, discussions, interpretations and analyses, are to be treated in the most private and professional manner--even after you leave the campus.
3. Treat documents, reports, and other materials prepared by the institution for the TEAM as private documents.
4. Arrange your schedule so that you will be on the campus at 8 a.m. until adjournment, which could be as late as 4 or 5 p.m.
5. Make sure that all college/university personnel involved in your area of work are visited while you are on campus for the TEAM visit. To do so, you will have to move with dispatch from person to person and from group to group.
6. Be positive, fair, respectful and thorough throughout the day with all campus officials.
7. Offer no criticisms, suggestions, or commitments to campus officials.
8. Probe thoroughly and examine courteously your particular area(s) of assignment.

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9. Be specific and concise in writing your report.
10. Be prepared to defend your committee's decision.
11. Avoid references as to what you do in your own school/ institution.
12. Discuss with the chair any problems that impede your work.

If there is something which would preclude your objective analysis of the proposed programs that you would be reviewing at this institution, I ask you to decline this appointment. However, if you have no "conflict of interest" and if you commit to meeting all the expectations noted above, I encourage you to accept this appointment. Indicate your decision on the enclosed "green form." Please sign and return the form as soon as possible. Thank you!

If you agree to serve on this TEAM, I look forward to working with you in this endeavor as we "labor in the vineyard" together to improve education in our state. I am eager to receive your response. If you have questions, call me at 371-1474.

RW:db

pc: Austin Z. Hanner, Coordinator
Teacher Education and Certification

Dean, College of Education
(at institution being reviewed)

Appropriate School Superintendent



Arkansas

DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1021 • (501) 371-1461

TOMMY R. VENTERS, Director, General Education Division

December 16, 1986

TO: STATE APPROVAL TEAM Members

FROM:

SUBJECT: Subcommittee Assignments and Related Information in Preparation for
your STATE APPROVAL TEAM Visit to
on March 13, 1987

Thank you for accepting the invitation to serve on this TEAM. I look forward to working with you in this important endeavor. As we go through this process, I encourage you to give me your suggestions and comments whenever you think improvement can be made.

A representative from the institution being visited will send you; 1) a copy of the proposal with appropriate resumes, 2) strengths and weaknesses of the program to be reviewed if the college/university officials prepare them, 3) information relative to travel expenses, lodging, parking, and 4) other information deemed to be appropriate by the college/university officials.

Enclosed are the following:

1. A listing of all STATE APPROVAL TEAM Members with subcommittee assignments (I hope you will accept the specific subcommittee appointments as assigned. However, all of you are considered to be members of all subcommittees.)
2. A copy of the tentative agenda
3. A listing of the nine (9) Components of the Proposal addressed by the institution which constitutes the institution's proposal (which an institution's official will send you as noted above)
4. An Evaluation Report Form for Subcommittees I, II, and III
5. A matrix listing the Arkansas 1985-86 Approved Teacher Education Programs

6. Certification requirements for the area(s) you will be reviewing
7. A MANUAL OF PROCEDURES FOR APPROVING ARKANSAS TEACHER EDUCATION INSTITUTIONS AND PROGRAMS, approved by the State Board of Education on September 12, 1977
8. A copy of the Requirements for State Approval of Teacher Education Programs which were adopted by the State Board of Education on September 8, 1986

The eight (8) documents enumerated above and enclosed, along with information to be sent to you by the college/university official(s), will constitute your "working tools." Please bring all of these documents to the campus with you.

If you have any questions or if I am unclear, write me at #4 State Capitol Mall, Little Rock, AR 72201, or call 371-1474.

RW:db

pc: Austin Z. Hanner, Coordinator
Teacher Education and Certification

Dean, College of Education
(at institution being reviewed)

A MANUAL OF PROCEDURES FOR APPROVING
ARKANSAS TEACHER EDUCATION INSTITUTIONS AND PROGRAMS

APPROVED BY
STATE BOARD OF EDUCATION

SEPTEMBER 12, 1977

PROCEDURES FOR APPROVAL OF NEW PROGRAMS
DURING INTERIM PERIOD

The State Department of Education program approval procedure is characterized by its flexibility, both on the part of the State Board of Education and the teacher education institution; therefore, a certain degree of trust must exist in order for the system to operate.

If the institution desires to add a program during the interim period for which it has been approved, the program changes must be submitted to the Section of Teacher Education and Certification for its recommendation. Tentative approval and the procedures used for such approval will be determined at the discretion of the Coordinator of Teacher Education and Certification. However, new programs will be formally approved only after a state visitation has been completed. Institutions may receive tentative approval from the Coordinator of Teacher Education and Certification to revise a program or to begin a new program until such a time as a state visitation and evaluation may be conducted.

Institution should not initiate a new program and graduate students from that program without approval by the State Board of Education. The Coordinator of Teacher Education and Certification will determine when a new program must be reviewed by an evaluation which includes a site visit.

The evaluation begins with a meeting between the Coordinator of Teacher Education and Certification and administrators representing the teacher education unit of the institution. This meeting is held at least six months prior to a formal on-site visit by a visiting team. The visiting team shall consist of four members, at least one of which is a specialist in the area for which the teacher education institution is seeking approval. The chairman of the committee will be the Coordinator of Teacher Education and Certification.

Other team members will consist of a practitioner, a member of the State Department of Education staff, and a representative of a teacher education institution.

The selection of the team members shall be by mutual consent of the teacher education institution being evaluated and the Coordinator of Teacher Education and Certification. The Coordinator of Teacher Education and Certification shall coordinate the work of the visiting committee, but will be a non-voting member.

The Coordinator of Teacher Education and Certification will chair meetings of the visiting committee for the purpose of making decisions and coordinating the writing of a report on the visitation.

The State Approved Program Standards shall be used by the committee.

Within thirty (30) days after the on-site visit, the Coordinator of Teacher Education and Certification will submit a written report to the teacher education institution. The report will carry a statement of recommendation of approval or disapproval. The institution will have an opportunity to respond to the report. Programs approved by the State Board of Education shall carry that approval until the next NCATE accreditation/state approval visit, or until an action of discontinuance by the teacher education institution.

In the event a program is rejected, the institution will be advised to remove deficiencies before it can be re-evaluated. The following two procedures are open to the teacher education institution:

1. Appeal -- Re-evaluation

- a. A written appeal may be submitted to the Associate Director, Instructional Services, requesting a re-evaluation of the program.

- b. Specific reasons for such an appeal should be noted.
- c. At the discretion of the Associate Director of Instructional Services, a new team may be appointed and a re-evaluation of the program conducted, using materials submitted for the original evaluation. The total cost incurred in this appeal process will be the responsibility of the institution.

2. Program Development, Assistance and Re-evaluation

- a. Program assistance may be requested to aid in the modification of the program.
- b. Necessary steps may be taken to correct deficiencies noted in the formal report issued by the team.
- c. A re-evaluation of the program will be conducted.
- d. The original team shall be reconvened for this purpose. Substitutions for administrative convenience may be made at the discretion of the Associate Director of Instructional Services or his designee.

EVALUATION REPORT FORM

SUBCOMMITTEE I

SPECIFIC
COMPONENTS: PROGRAM PURPOSE/GOALS AND JUSTIFICATION OF THE PROGRAM

College/University

Certification Area Being Reviewed

Date

1. Validation Statements Relative to the Components Addressed in the Institution's Proposal

(Append and/or reference documents/conversations that are necessary to validate or invalidate the proposal based on your findings. Is the institution actually doing what it purports to do?)

2. Sources of Information

(Identify individuals interviewed, documents reviewed, and any other supporting data/information sources which contributed to your findings.)

The Subcommittee Chair is responsible for the completion of this form and for making sure that the chair of the STATE APPROVAL TEAM receives all working papers of all members of the subcommittee.

SEE REVERSE SIDE

3. Strengths

(Strengths are extraordinarily outstanding features/characteristics of the program. Meeting all components in the proposal satisfactorily would be adequate and would not be a strength.)

4. Weaknesses

(Weaknesses are features/characteristics which detract from the effectiveness of the program.)

Approval/Disapproval Status

5. Subcommittee consensus recommends approval ☐

Subcommittee consensus recommends disapproval ☐

Rationale: (Give reasons for your decision only if the consensus is disapproval.)

5. State Approval Team consensus recommends approval ☐

State Approval Team consensus recommends disapproval ☐

Rationale: (Give reasons for your decision only if the consensus is disapproval.)

EVALUATION REPORT FORM

SUBCOMMITTEE II

SPECIFIC COMMENTS: STAFF QUALIFICATIONS INCLUDING RESUMES AND COURSE REQUIREMENTS FOR COMPLETING THE PROGRAM INCLUDING COURSE DESCRIPTIONS

College/University

Certification Area being Reviewed

Date

1. Validation Statements Relative to the Comments Addressed in the Institution's Proposal

(Append and/or reference documents/conversations that are necessary to validate or invalidate the proposal based on your findings. Is the institution actually doing what it purports to do?)

2. Sources of Information

(Identify individuals interviewed, documents reviewed, and any other supporting data/information sources which contributed to your findings.)

The Subcommittee Chair is responsible for the completion of this form and for making sure that the chair of the STATE APPROVAL TEAM receives all working papers of all members of the subcommittee.

SEE REVERSE SIDE

3. Strengths

(Strengths are extraordinarily outstanding features/characteristics of the program. Meeting all components in the proposal satisfactorily would be adequate and would not be a strength.)

4. Weaknesses

(Weaknesses are features/characteristics which detract from the effectiveness of the program.)

Approval/Disapproval Status

5. Subcommittee consensus recommends approval ☐

Subcommittee consensus recommends disapproval ☐

Rationale: (Give reasons for your decision only if the consensus is disapproval.)

6. State Approval Team consensus recommends approval ☐

State Approval Team consensus recommends disapproval ☐

Rationale: (Give reasons for your decision only if the consensus is disapproval.)

EVALUATION REPORT FORM

SUBCOMMITTEE III

SPECIFIC
COMMITMENTS: RESOURCES AND FACILITIES FOR THE PROGRAM

College/University Certification Area Being Reviewed Date

1. Validation Statements Relative to the Components Addressed in the Institution's Proposal

(Append and/or reference documents/conversations that are necessary to validate or invalidate the proposal based on your findings. Is the institution actually doing what it purports to do?)

2. Sources of Information

(Identify individuals interviewed, documents reviewed, and any other supporting data/information sources which contributed to your findings.)

The Subcommittee Chair is responsible for the completion of this form and for making sure that the chair of the STATE APPROVAL TEAM receives all working papers of all members of the subcommittee.

SEE REVERSE SIDE

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3. Strengths

(Strengths are extraordinarily outstanding features/characteristics of the program. Meeting all components in the proposal satisfactorily would be adequate and would not be a strength.)

4. Weaknesses

(Weaknesses are features/characteristics which detract from the effectiveness of the program.)

Approval/Disapproval Status

5. Subcommittee consensus recommends approval ☐

Subcommittee consensus recommends disapproval ☐

Rationale: (Give reasons for your decision only if the consensus is disapproval.)

6. State Approval Team consensus recommends approval ☐

State Approval Team consensus recommends disapproval ☐

Rationale: (Give reasons for your decision only if the consensus is disapproval.)